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ABSTRACT

This unit provides visual activities to engage students in learning the imperfect tense in Spanish. Upon completion of the unit, students will be able to do the following: identify imperfect tense conjugation in children's books; conjugate verbs in the imperfect tense; list uses of the imperfect tense; discriminate between the imperfect tense and the preterite tense; demonstrate knowledge of the imperfect tense by participating in class; contribute to oral discussions that focus on both the imperfect tense and the geography and history of Andalucia; identify and describe the major cities in Andalucia; and create an authentic book describing the past. Four sections include the following: (1) "Rationale, Unit Objectives, Block Plan, and Rubrics"; (2) "Individuals Lesson Plans (activities, worksheets, homework, quizzes, and tests); (3) "Integration of Other Curriculum Areas; (4) "Modification for Learners with Diverse Abilities"; and (5) "Works Cited and Supplemental Materials." (Contains 21 references.) (SM)

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IMPERFECT UNIT

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Kathleen M. McCarthy

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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Katie McCarthy

Dr. McFarland

EDU 321

November 18, 2002

FL027606

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EL IMPERFECTO

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Section 1: Rationale, Unit Objectives, Block Plan, and Rubrics

Section 2: Individual Lesson Plans (activities, worksheets, homework, quizzes, test, etc.)

Section 3: Integration of Other Curriculum Areas

Section 4: Modification for Learners with Diverse Abilities

Section 5: Works Cited and Supplemental Materials

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Unit Rationale

Foreign language learning is a process that demands practice, motivation, and determination. Students mature and learn the target language by practicing concepts and building on background knowledge. Their success is usually linked to their motivation and interest in the target language.

An effective foreign language program acknowledges the four modes of learning (reading, writing, speaking, and listening). It focuses primarily on communication (speaking and listening) but also displays the importance on grammar, reading, and writing. The program fosters different learning styles and abilities. It prepares students about our multicultural world by incorporating cultural studies into the curriculum.

The imperfect tense is a piece of the Spanish language puzzle. It is important because it helps students to communicate with speakers of the target language. By analyzing children's books, the students will discover the imperfect tense in a creative and fun way. They will then feel at ease with the new topic and will be able to study the tense with a fresh outlook. The students will participate in many individual, pair, and group activities during the unit. They will be assessed both formally (two quizzes, test, and project) and informally (participation, time on task, etc).

Southern Spain will also be incorporated in the unit to foster cultural studies along with inductive grammar. The students will show their creativity and knowledge of the imperfect tense by creating an authentic children's book as a culminating activity. The books will focus on a childhood fear, an animal's perspective on life, a walk through an exotic place, or a trip to another decade in the past (time machine). The students' work will be displayed in our classroom library.

Unit Objectives

Upon completion of this unit on the imperfect tense, the students will be able to:

1. identify imperfect tense conjugations in children's books;
2. conjugate any verb in the imperfect tense, including irregulars (ver, ser, and ir);
3. list the uses of the imperfect tense;
4. discriminate between the imperfect tense and the preterite tense (in listening, speaking, reading, and writing);
5. demonstrate his/her knowledge of the imperfect tense by participating in class, (games, computer software, group activities, pair activities, etc.);
6. contribute to oral discussions that focus on both the imperfect tense and the geography and history of Andalucia;
7. identify the major cities in Andalucia and describe what makes each place unique;
8. create an authentic book describing the past.

Overview of imperfect unit and block plan

There will be two quizzes and one unit test in the unit. Participation will be graded using a token system. Each student will begin with three Euros. Each student will gain more Euros when he/she contributes to class discussions, pair work, and group work. Behavior will also be awarded with Euros. At the end of the unit, each student will be able to trade in his/her Euros for a prize. There will also be a project to culminate the unit. Each student will create an authentic book using the imperfect and preterite tenses. There is a rubric for the unit and a rubric for the authentic book.

Good luck and have fun!!!!

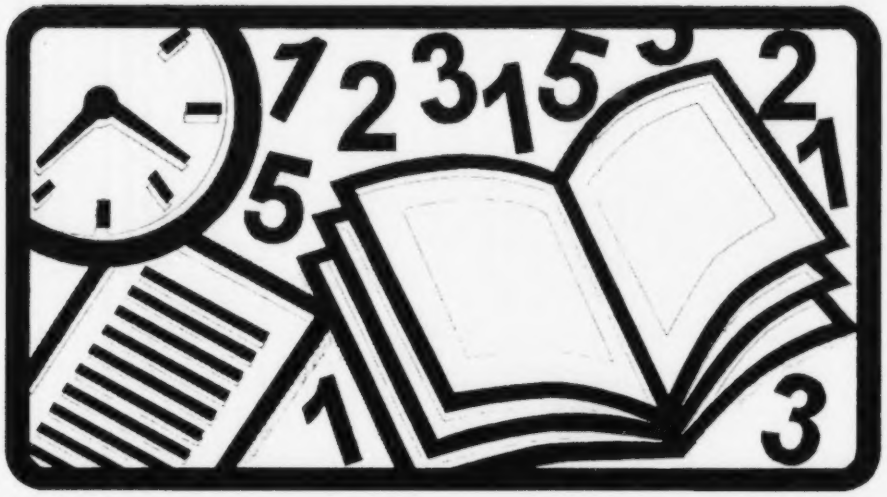
Day 1 -Intro to Imperfect tense using children's books -Hand-out schedule for next two weeks -explain expectations-including quizzes, tests, and participation	**Day 2** -Uses of imperfect tense -Conjugating verbs –dice game -Quiz in two days (day 4)	**Day 3** -Listening activity-"Erase una vez" -Andalucia's geography -Review for quiz on Day 4	**Day 4** -Quiz on imperfect tense and uses of tense -Discriminating between the preterite and imperfect-quiz on Day 7 -History of Andalucia	**Day 5** -Continue with discriminating between imp. and pret. -Computer lab
Day 6 -Review for quiz -"La cultura en la Espana Musulmana" -Teachers journal -Topics for authentic books	**Day 7** -Quiz on discriminating between preterite and imperfect. -In-class work on authentic books-webbing, brainstorming	**Day 8** -Review game for unit test on Day 9 -Continue in class work on books	**Day 9** -Unit test -When finished work on project	**Day 10** -Students individually present projects -Participation for unit is calculated-trade Euros for prizes.

RUBRIC FOR IMPERFECT UNIT

1000 points

Unit test	**200 pts.**
Quizzes (2 x 100 pts.)	**200 pts.**
Authentic Book	**200 pts.**
Participation-Euros	**100 pts.**
Homework (4 x 25 pts)	**100 pts.**
Group/pair activities	**100 pts.**
Attitude/Behavior	**100 pts.**

A-900-1000
B-800-899
C-700-799
D-600-699
F-<600



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ESCRITOR/ESCRITORA NUEVO/A

***You are an up and coming children's book writer. You are trying to get published by Scholastic Books. In order to make a good impression to the company, you want to send your best book.**

***Using your knowledge of the imperfect and preterite tenses, create the best children's book (from topics below). Use at least 15 verbs in the preterite or imperfect tense. Pay special attention when forming your sentences (using the verbs correctly). Be neat and creative. Add pictures/drawings to enhance your shot at being published.**

***Write about one of the following topics:**

***a walk through an exotic place (jungle, desert, moon, etc.)**

***an animal's perspective on life**

***a childhood fear**

***a trip to another time period (time machine)**

****Make sure to think of what the publishers would like to see when creating and presenting your authentic children's book. Make sure it appeals to children too!!**

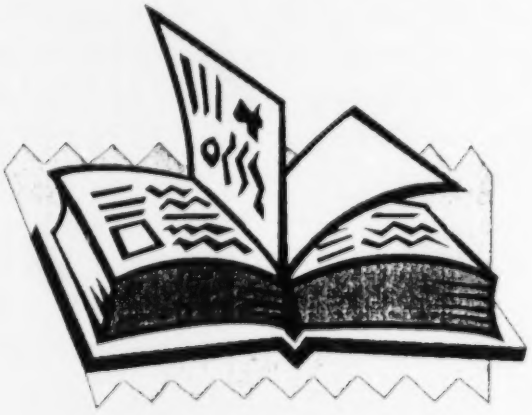
****RUBRIC ATTACHED****

Rubric for authentic book

200 pts

0=not completed or inadequate
5=poor
10=average/minimal
15=good
20=excellent

Book					
Neatness	**0**	**5**	**10**	**15**	**20**
Correct use of verbs	**0**	**5**	**10**	**15**	**20**
15 Verbs in imperfect tense or preterite	**0**	**5**	**10**	**15**	**20**
Followed topic	**0**	**5**	**10**	**15**	**20**
Artwork, pictures (actual drawings or cutouts)	**0**	**5**	**10**	**15**	**20**
Overall impression/Creativity	**0**	**5**	**10**	**15**	**20**
Presentation					
Pronunciation	**0**	**5**	**10**	**15**	**20**
Confidence	**0**	**5**	**10**	**15**	**20**
Classwork					
On task	**0**	**5**	**10**	**15**	**20**



Name: Katie McCarthy

Date taught: Day 1

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Introduction to the imperfect tense

Rationale: The students should discover the imperfect tense in a creative way.

<table>
<tr><td colspan="2">Objectives: The student will be able to identify verbs in the imperfect tense by exploring children's books.
The student will be able to describe the timetable of the unit including quizzes, exams, projects and participation guidelines.</td></tr>
<tr><td>Materials:
*Overhead of tongue twister
*Overheads of La Gallinita Roja
*Photocopies of excerpts from El Perro del Cerro y la Rana de la Sabana, Trubloff, El Aguila del Viento, and El Puente.
*Photocopies of block plan for unit, rubrics, participation guidelines, etc.
*Scrap paper
*Worksheet</td><td>Motivation:
Tongue Twister-trabalenguas
Un podador podaba la parra y otro podador que por allí pasaba le preguntó: Podador que podas la parra. ¿Qué parra podas? ¿Podas mi parra o tu parra podas? Ni podo tu parra, ni mi parra podo, que podo la parra de mi tío Bartolo.
*Ask students to try to say the trabalenguas to a partner. Tell the students not to worry about what it means. Ask the student to write down all the verbs in the trabalenguas. Tell the students that they will return to it at the end of class.</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Ask students-what makes a good children's book, story. (answer orally)
*Teacher reads aloud the beginning of La Gallinita Roja using overheads
*Asks students to sum up what happened in the excerpt (writing activity)
*Focus attention on the verbs used in the book and asks students to guess what they mean and why they are used (give clue "Cuándo está ocurriendo la historia?" "Cómo describe una historia?")
*Distribute photocopies of various children's stories and have the students identify verbs being used and why they think they are being used (worksheet activity)
*Go over worksheet with students
*Point out verbs in the imperfect tense and give a brief explanation of the imperfect</td><td>Student Activities:
*Pair work
*Brainstorming-class discussion
*Individual work-writing activity
*Worksheet-what verbs being used and why I think they are being used</td></tr>
</table>

tense *Hand out block plan for unit and explain expectations for unit, including rubrics and participation guidelines (Euros), test, quizzes, and project	
Closure: *Decipher the trabalenguas. Have students discover the meaning by paying special attention to the verbs used. *Remind students of tomorrow's activities- how to form imperfect and when to use it	**Evaluation:** *Participation with teacher and fellow classmates *Writing activity in class (scrap paper)-sum up of La Gallinita Roja *Worksheet with verbs and why used

Extension activities: Practice more trabalenguas

¿Qué es un trabalenguas?

Un podador podaba la parra y otro podador que por allí pasaba le preguntó: Podador que podas la parra. ¿Qué parras podas? ¿Podas mi parra o tu parra podas? Ni podo tu parra, ni mi parra podo, que podo la parra de mi tío Bartolo.

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	Verbos	Por qué usa el verbo en el texto? Ocurre ahora, ayer, mañana?
La Gallinita Roja		
El Perro del Cerro y la Rana de la Sabana		
Trubloff: el ratón que quería tocar la balalaika		
El Águila del Viento		
El Puente		

Name: Katie McCarthy

Date taught: Day 2

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Forming the imperfect tense and the uses of imperfect tense

Rationale: The students need to know how to form the imperfect tense and when to use it in daily conversations.

<table>
<tr><td colspan="2">Objectives: The student will be able to conjugate any verb in the imperfect tense.
The student will be able to describe when the imperfect tense should be used.</td></tr>
<tr><td>Materials: *Overheads-KWL, packet materials, dice game, "Cuando llamaba a mi abuelita"
*Packets
*Dice
*Worksheets</td><td>Motivation: *KWL chart on overhead-What I know about the imperfect tense, what I want to know about the imperfect tense, and what I learned about the imperfect tense.
*Students will copy the chart and fill in the K and W
*Students will share their responses</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Distribute packets on forming the imperfect tense and its uses
*Go over forming the imperfect tense, including irregulars
*Dice game
*Discuss uses of the imperfect
*Display pictures (photocopies) of "Cuando llamaba a mi abuelita."
*Practice uses with worksheet individually
*Distribute homework</td><td>Student Activities:
*Whole group discussion
*Pairs-dice game (speaking and writing)
*Worksheet practice
*KWL</td></tr>
<tr><td>Closure:
*Students will fill out the L in the KWL charts.
*Remind students of quiz in two days on forming the imperfect and its uses</td><td>Evaluation:
*KWL charts
*Participation with dice game, whole group discussion</td></tr>
</table>

Extension activities: Information gap pictures-use imperfect to ask questions, worksheets, listen to teacher's CDs-try to pick out verbs in the imperfect tense

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Cómo se forma el imperfecto?

El imperfecto de los verbos en -ar

infinitivo	hablar	llamar	bailar
raíz	habl-		
yo	hablaba		
tú	hablabas		
él, ella, Ud.	hablaba		
nosotros(as)	hablábamos		
vosotros(as)	hablabais		
ellos, ellas, Uds.	hablaban		

El imperfecto de los verbos en –er e –ir

infinitivo	leer	beber	vivir	salir
raíz	le-		viv-	
yo	leía		vivía	
tú	leías		vivías	
él, ella, Ud.	leía		vivía	
nosotros(as)	leíamos		vivíamos	
vosotros(as)	leíais		vivíais	
ellos, ellas, Uds.	leían		vivían	

Los verbos irregulares del imperfecto

infinitivo	ir	ser	ver
raíz	ib-	er-	ve-
Yo	iba I	era	veía
Tú	ibas	eras	veías
Él, ella, Ud.	iba	era	veía
Nosotros(as)	íbamos	éramos	veíamos
Vosotros(as)	ibais	erais	veíais
Ellos, ellas, Uds.	iban	eran	veían

***Haber** había

★Dice Game★

In pairs- Parejas

verbos	sujetos
1. ver	1. Yo
2. beber	2. tú
3. hablar	3. el, ella, Ud.
4. venir	4. nosotros
5. ir	5. vosotros
6. ser	6. ellos, ella, Uds.

Direcciones:

Player 1 rolls first die and sees what verb the/she will be using
Player 1 rolls second die and sees what sujeto to use.

Player one will say the conjugation and then use it in a sentence.

Switch roles

¿Preguntas?

Levanta la mano.

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Los usos del imperfecto

1. Expresa una acción habitual, continua o repetida en el pasado. Equivale en ingles a *I used to + inf.*
   Ejemplos: Cuando yo era niña, me acostaba temprano.
   Todos los días yo aprendía algo nuevo.
   Yo iba a la escuela con mis amigos.
   Tomaba mucho leche.
   Da un ejemplo-_____

2. Presenta una acción o una condición en el pasado sin indicar cuando comenzó o terminó.
   Ejemplos: Éramos inseparables.
   Llovía sin parar.
   Da un ejemplo-_____

3. Se usa para la descripción de una persona, una cosa o un acontecimiento en el pasado.
   Ejemplos: La mujer llevaba una blusa.
   María estaba en su habitación.
   La habitación olía a incienso.
   Había treinta personas a la fiesta.
   Da un ejemplo-_____

4. Se usa para expresar la hora.
   Ejemplo: Era la una y media
   Da un ejemplo-_____

5. Presenta una acción en progreso.
   Ejemplos: Estaban cantando.
   Buscaba el coche.
   Da un ejemplo-_____

6. Dos acciones simultáneas, con mientras
   Ejemplo: Tú leías mientras Juan escribía la carta.
   Da un ejemplo-_____

7. Procesos / estados mentales-verbos de creer, pensar
   Da un ejemplo_____

Trabajo en clase

Indique si las siguientes oraciones eran ciertas o falsas para Ud. Cuando tenía ocho anos.

Cierto	Falso
C	F
C	F
C	F
C	F
C	F
C	F

1.Me acostaba a las ocho todas las noches.

2.Estaba en tercero grado.

3.Los sábados me levantaba a las nueve para mirar los dibujos animados.

4.Yo conducía a la escuela.

5.Mis héroes eran He-man y She-ra.

6.Yo admiraba mi hermano / hermana mayor.

Crea (create) dos frases falsos y ciertos sobre cuando tenía cuatro anos.

Nombre:

Tarea del imperfecto

A. Complete con el imperfecto de los verbos.

1. Cuando yo era niño(a), mi familia siempre_____las vacaciones del verano en México. (pasar)
2. Me _____ jugar con los chicos en México porque ellos me_____con el español. (gustar, ayudar)
3. Nos_____ el béisbol y fútbol. (jugar)
4. A veces, uno de los chicos me_____un libro sobre los Azteca. (leer)
5. Los chicos_____en una casa pequeña en la ciudad de México. (vivir)

B. Escriba tres frases usando el imperfecto de los verbos irregulares.

1. ser-
2. ir-
3. ver-

C. Escriba seis frases usando los usos del imperfecto. Usa sujetos diferentes de los verbos. Usa tu imaginación.

1.

2.

3.

4.

5.

6.

Name: Katie McCarthy

Date taught: Day 3

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Reviewing the imperfect tense and introduction to Andalucía

Rationale: The students need to review the imperfect tense in preparation for the quiz tomorrow. An introduction to Andalucia will be both informing and relaxing.

<table>
<tr><td colspan="2">Objectives: The student will be able to display and articulate his/her knowledge of the imperfect tense. The student will be able to describe Andalucía including its major physical features and qualities.</td></tr>
<tr><td>Materials:
*Overheads-motivation, maps, descriptions
*Worksheets
*Cassette player
*Cassette of "Erase una vez"
*Paper strips for "Erase una vez"</td><td>Motivation:
*An overhead of a web with "el imperfecto" in the center will be displayed as students walk in the room.
*The teacher will write the students ideas to Qué sabemos del imperfecto?"</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Check yesterday's homework
*Review the imperfect tense by doing listening activity to "Erase una vez."
*Display and distribute a map of Spain and a map of Andalucía.
*Point out major cities in Andalucía and its features (rivers, etc.)
*Teacher reads descriptions of Andalucía aloud from overheads
*Students take notes that teacher points out
*Pair activity-can you think of a place in the US that resembles Andalucía?
*Students share responses</td><td>Student Activities:
*Whole group discussions
*Listening activity-"Erase una vez"
*Pair activity</td></tr>
<tr><td>Closure:
*Ticket to leave-what do you now know about Andalucía?
*Quiz tomorrow</td><td>Evaluation:
*Participation in class discussions
*Ticket to leave
*Homework from yesterday</td></tr>
</table>

Extension activities: Pictures of Andalucía, worksheet practice on the imperfect tense

¿Qué Sabemos del imperfecto?

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Érase una vez **José Agustín Goytisolo**

Érase una vez

Un lobito bueno

Al que malrataban

Todos los corderos

Y había también

Un príncipe malo

Una bruja hermosa

Y un pirata honrado

Todas estas cosas

Había una vez

Cuando yo soñaba

Un mundo al revés

Érase una vez	Un lobito bueno
al que maltrataban	todos los corderos
Y había también	un príncipe malo
una bruja hermosa	y un pirata honrado

Todas estas cosas	había una vez
cuando yo soñaba	un mundo al revés

Name: Katie McCarthy

Date taught: Day 4

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Quiz on imperfect tense and discriminating between imperfect and preterite

Rationale: The students need to be tested to see if they know what the imperfect tense is and how to use it. Discrimination between the imperfect tense and the preterite tense is necessary for communication in Spanish.

<table>
<tr><td colspan="2">Objectives: The student will be able to take the quiz within 20 minutes.
The student will be able to discriminate between the imperfect and preterite by analyzing a text about Andalucía.</td></tr>
<tr><td>Materials:
*Quizzes
*Overheads of history of Andalucía
*Worksheet on differences between preterite and imperfect
*worksheets-from Abordo ch. 2 p.14 and 15
*Notebooks</td><td>Motivation:
*Questions on blackboard to review imperfect before quiz.
*Teacher asks for questions</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Quiz
*Teacher reads and displays paragraphs about the history of Andalucía that uses both the imperfect and preterite tense. Ask students why they think both tenses are used
*Point out important facts of history of Andalucía (put in notes)
*Notes/worksheet on differences between preterite and imperfect
*Distribute homework</td><td>Student Activities:
*Quiz
*Whole class discussion
*Partners (neighbors)-closure</td></tr>
<tr><td>Closure:
*Turn to your neighbor and tell them when you should use the imperfect and when you should use the preterite
*Tomorrow-meet in class before computer lab
*Quiz on Day 7 on discriminating preterite and imperfect</td><td>Evaluation:
*Quiz
*Participation with whole class and partner</td></tr>
</table>

Extension: Shrek video with worksheet

QUIZ del imperfecto y los usos del imperfecto

Nombre:

Fecha:

A. Dime los verbos irregulares del imperfecto. Usa cada verbo en una frase (en el imperfecto). No usa el mismo sujeto!!! (30 puntos)

1.verbo-_____ frase-_____

2.verbo-_____ frase-_____

3.verbo-_____ frase-_____

B. Pon la forma correcta del imperfecto en cada frase. (20 puntos)

1. **La mujer_____ en un traje de baño (vestirse).**
2. **Cuando yo _____ ocho anos, _____ a las nueve todos los sábados (tener, despertarse).**
3. **Los hombres_____ en Sevilla por tres anos (vivir).**
4. **Nosotros _____ todo el tiempo a la playa (pasar).**
5. **Tú _____ con tu madre todos los dias cuando tú _____ en Granada (hablar, estudiar).**

C. Pon la forma correcta del imperfecto en el párrafo. (30 puntos)

Trabajar, ir, tener, jugar, ser, divertirse, mirar, visitar, ser, vivir

Cuando mi padre _____ joven, su vida _____ muy diferente. Mi padre _____ en una casa grande en Nueva York. Él nunca_____, sólo_____ con sus amigos. Mi padre no _____ la televisión, por eso _____ con los deportes y música. Todos los veranos mi padre y mi abuelo _____ a México. Los dos _____ un buen tiempo cada vez que _____ a

México.

D. Los usos del imperfecto-Dime 4 de los seis usos del imperfecto. Dime una frase con el uso. (20 puntos)

1.uso-_____ frase-_____

2.uso-_____ frase-_____

3.uso-_____ frase-_____

Imperfecto	Pretérito
1. Expresa una acción habitual, continua o repetida en el pasado. **2. Presenta una acción o una condición en el pasado sin indica cuando comenzó terminó.** **3. Se usa para la descripción de una persona, una cosa o un acontecimiento en el pasado.** **4. Se usa para expresar la hora.** **5. Presenta una acción en progreso.** **6. Dos acciones simultáneas, con mientras** **7. Procesos / estados mentales**	**1. Presenta una acción indicando su principio o su final.** **Ejemplos: La misa duró una hora y media. No salimos hasta las 12 de la noche.** **2. Presenta una acción o serie de acciones completadas en el pasado. Ejemplo: Llegaron a América buscando trabajo y lo encontraron.** **3. Si la misma acción se repite en el pasado pero se indica el número específico de veces, se usa el pretérito.** **Ejemplo: Fuimos a confesarnos tres veces ese mes.**

Name: Katie McCarthy

Date taught: Day 5

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Practice of imperfect vs. preterite

Rationale: Technology is an important tool for student understanding.

<table>
<tr><td colspan="2">Objectives: The student will be able to display his/her knowledge of the imperfect and preterite tenses by completing the internet activities.</td></tr>
<tr><td>Materials:
*Overhead of motivation
*Quizzes from yesterday
*Computers</td><td>Motivation:
*Overhead of compare and contrast diagram-discriminating between preterite and imperfect.
*Students will copy the diagram and work with a partner
*Class will share responses and make a master copy</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Hand back quizzes-discuss problems
*Correct yesterday's homework
*Computer lab-practicing imperfect vs. preterite
Websites:
http://www.colby.edu/~bknelson/exercises/pret_imp.html
www.trentu.ca/spanish/masarriba/leccion9a.html
*Explain homework-think of a topic that you could write about using the imperfect and preterite tenses. Bring ideas to class.</td><td>Student Activities:
*Partner activity
*Group discussion
*Computer labs-individual</td></tr>
<tr><td>Closure:
*On scrap paper tell whether you liked/disliked the activity today and why.
*Remind students of quiz on day 7
*Next day's activities-Andalucía and more practice with verbs</td><td>Evaluation:
*Homework
*Participation with partner during motivation
*On task in computer lab</td></tr>
</table>

Extension activities: give more websites-practice of verbs and Andalucía (www.lonelyplanet.com/destinations/europe/andalucia/history.htm, www.andalucia.com)

COMPARE AND CONTRAST DIAGRAM

CONCEPT 1 El Imperfecto

CONCEPT 2 El Pretérito

HOW ALIKE?

HOW DIFFERENT?

WITH REGARD TO

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Name: Katie McCarthy

Date taught: Day 6

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Review imperfect versus preterite, discover the culture of musulmana España, topics for authentic books

Rationale: A review session is important so the students will do well on their quiz tomorrow. Culture is an important component of learning a foreign language.

<table>
<tr><td colspan="2">Objectives: The student will be able to articulate the differences between the preterite and the imperfect. The student will be able to explain the culture of musulmana Spain.</td></tr>
<tr><td>Materials:
*Colorful overhead for motivation
*Photocopy of "La Cultura en la España Musulmana"
*Questions from "La Cultura en la España Musulmana"
*Photographs of Cordoba, Sevilla, and Granada</td><td>Motivation: *In pairs, students will discuss what is happening in the overhead.
*They will use both the imperfect and preterite tenses to narrate the chain of events.
*They will write it down too.</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Photo gallery
*In groups of four, students will read "La Cultura en la España Musulmana" and do the questions with it
*Go over answers, point out key points
*Teacher asks what students think about journals
*Teacher reads excerpts from her journal from her visits in Spain
*Check homework from yesterday-topics</td><td>Student Activities:
*Pair work-speaking and writing
*Group work-reading, speaking, writing, and listening
*Photo gallery</td></tr>
<tr><td>Closure:
*Note to a friend what you learned today
*Questions about quiz tomorrow
*Tomorrow brainstorming and webbing for authentic books: due-day 10
*Unit test on Day 9</td><td>Evaluation:
*Participation with pair, group
*Question worksheet
*Yesterday's homework
*Note to a friend</td></tr>
</table>

Extension activities: practice worksheets with the imperfect v. preterite, books of Andalucía

Name: Katie McCarthy

Date taught: Day 7

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Quiz on preterite versus. imperfect and webbing/brainstorming for authentic unit

Rationale: The quiz will show if the students grasp the concept of imperfect versus preterite. The authentic books are good practice for using the verb tenses.

<table>
<tr><td colspan="2">Objectives: The student will be able to display his/her knowledge of the imperfect/preterite tense by taking the quiz. The student will be able to choose a topic for his/her authentic book and create a rough outline of what his/her book will be like.</td></tr>
<tr><td>Materials:
*Quizzes
*paper
*dictionaries</td><td>Motivation: *Questions on the board to review for quiz
*Questions before quiz</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Quiz
*Brainstorming topics
*Webbing topics
*Begin rough drafts
*Homework-have a written rough draft for tomorrow</td><td>Student Activities:
*Quiz
*Brainstorming with whole group
*Webbing and rough drafting individually</td></tr>
<tr><td>Closure:
*Charades-class guesses what topics a certain student is doing, can include characters,etc.
*Tomorrow reviewing for unit test (day 9) and working on authentic books</td><td>Evaluation:
*Quiz
*Participation with brainstorming and webbing</td></tr>
</table>

Extension activities: Peer editing

Nombre:

Fecha:

QUIZ # 2-El imperfecto v. pretérito

A. Completa la frase con la forma correcta del imperfecto. (20 pts)

1.Cuando yo _____ 12 anos, me gustaba leer (tener).
2.Mientras nosotros_____ para la escuela, me dijeron que teníamos una prueba en la clase de español (caminar).
3.Mis padres_____ una casa en México (alquilar).
4._____ tú al fútbol con tus amigos (jugar).
5.Mi hermana y yo_____ Tom Cruise a la estación de tren en Miami (ver).

B. Completa la frase con la forma correcta del pretérito. (20 pts)

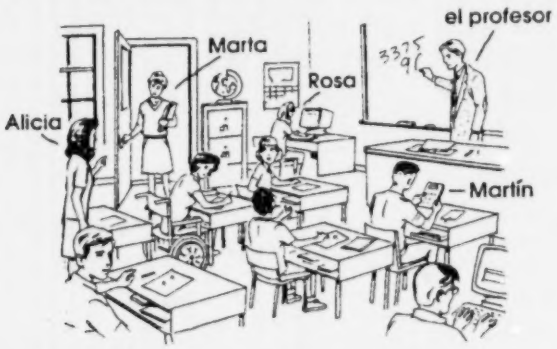
1.Mientras caminábamos por el parque, _____ muchas flores (ver).
2.Ayer, mi hermana _____ su brazo (romper).
3.Los jóvenes _____ al cine anoche (ir).
4.Yo _____ una hamburguesa mientras mi familia miraba la televisión (comer).
5. _____ a tú amiga ayer? (llamar)

C. Dime tres palabras / expresiones que se terminó (el pretérito) y tres palabras que se repite (el imperfecto)- (las pistas) Ejemplo: pretérito-el ano pasado (20 pts)

Pretérito	imperfecto
1.	1.
2.	2.
3.	3.

Usa una expresión del pretérito en una frase y una expresión del imperfecto en una frase.
1.
2.

D. Contesta las preguntas a base del dibujo. Usa oraciones completas. (20 pts) Este parte es de Carlin, P.; Gahala, E.; Heining-Boynton, A.; Otheguy, R.; and Rupert, B. (2000). *En Espanol*. Evanston, IL: McDougal Littell.



1. Qué hora era cuando marta llegó?

2. Qué hacía Alicia cuando Marta entró?

3. Qué hacía Martín cuando marta entró?

4. Qué hacía el profesor cuando Marta entró?

5. Que hacía Rosa cuando Marta entró?

E. Parte creativa- Escriba un párrafo sobre tu vida cuando estaba nina/nino. Usa el pretérito y el imperfecto. (20 pts)

******EXTRA CREDITO**** (10 pts)**
Cuándo vinieron los moros a España?

¿De dónde eran los moros?

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Name: Katie McCarthy

Date taught: Day 8

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Review for unit test and working on authentic books

Rationale: A review session is important to see if students are ready to take the unit test. The authentic book activity will help the students practice the verbs.

<table>
<tr><td colspan="2">Objectives: The student will be able to display his/her knowledge of the imperfect tense by the review game. The student will be able to elaborate his/her book (pictures, editing, etc.).</td></tr>
<tr><td>Materials:
*Quizzes from yesterday
*Bingo game cards
*Bingo question sheet (teacher guide)
*Bingo tokens
*Dictionaries</td><td>Motivation:
*Create a problem-I will have statements written on the board and students will say if they are written correctly (individual work then whole class discussion)
*Ayer mi madre andaba a la tienda y ella compraba una camisa.
*Cuando yo era nina, todos los días hablé con mi amiga Josefina.</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Hand back quizzes from yesterday-address problems, questions
*Bingo review game-students who win receive bonus points for test
*Inform students of format of test-listening, reading, writing, and culture sections
*Check homework-rough drafts
*Work on authentic books-editing, adding pictures</td><td>Student Activities:
*Individual work
*Class discussion
*Bingo game
*Pairs-helping each other with authentic books, editing</td></tr>
<tr><td>Closure:
*Last minute questions and concerns for unit test
*Tomorrow-test and working on authentic books
*Day 10-presenting books and trading Euros for prizes</td><td>Evaluation:
*Homework-rough drafts
*Participation-game</td></tr>
</table>

Extension activities: Practice test, more reviewing (blackboard practice and drills)

B	I	N	G	O
		GRATIS .... ********** .... GRATIS **********		

Possible answers: era, íbamos, ibas, eran, Corán, los moros, 711, vi, veían, hablamos, hablábamos, bebiste, bebí, bebíamos, venían, descripción, acción completa, la hora, acción habitual, continua o repitida en el pasado, procesos/estados mentales, acción en progreso, la misma acción se repite en el pasado pero se indica el número específico de veces, Cordoba, Granada, Ronda, muslum, Mediterráneo

Teacher copy of questions
Conjugations:
Conjugation of ser in the yo form of imperfect-era
Conjugation of ir in the nosotros form of imperfect-íbamos
Conjugation of ser in the Uds. form of imperfect-eran
Conjugation of ir in the tú form of imperfect-ibas
Conjugation of ver in the yo form of preterite-vi
Conjugation of ver in the Uds. form of imperfect-veían
Conjugation of hablar in the nosotros form of imperfect-hablábamos
Conjugation of hablar in the nosotros form of preterite-hablamos
Conjugation of beber in the tú form of preterite-bebiste
Conjugation of beber in the yo form of preterite-bebí
Conjugation of beber in the nosotros for of imperfect-bebíamos
Conjugation of venir in the Uds for of imperfect-venían

Uses:
Era la una de la madrugada.-la hora
La mujer era delgada y rubia.-descripción
Ayer la chica rompió su brazo.-acción completa
Yo creaba que su vida es Buena.-procesos/estados mentales
Todos los días, yo iba a la escuela a pie.-acción habitual, continua o repitida en el pasado
Fuimos a confesarnos tres veces ese mes.-la misma acción se repite en el pasado pero se indica el número específico de veces
Estaban cantando.-acción en progreso

Culture:
Quién eran los persona que vinieron de Africa a Andalucia?- los moros
Cuándo vinieron a Andalucía el grupo de Africa?-711
Dónde está la Mezquita?-Cordoba
Dónde está la Alhambra?-Granada
Cómo se llama el mar al sur de Espana?-Mediterráneo
Qué es la ciudad de Andalucía que Sra. McCarthy le encanta?-Ronda
Qué es la religion de los moros?-muslum
Qué es la Biblia de los moros?-Corán

Name: Katie McCarthy

Date taught: Day 9

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Unit test and authentic books

Rationale: The students will show their knowledge of the past tenses.

Objectives: The student will be able to take the test within the class period. The student will be able to work individually on his/her authentic book when finished with the test.	
Materials: *Unit tests *Photographs *Overhead of Spain/Andalucia *Authentic book materials	**Motivation:** *Last minute jitters, questions
Teaching Procedures: *Motivation *Test *Individual work on authentic books	**Student Activities:** *Test *Individual work on authentic book-teacher help if needed
Closure: *Remind students of presentations tomorrow-any last minute questions about books *Trading in Euros for prizes	**Evaluation:** *Unit test *On task after test-authentic book, not bothering other students, quiet

Extension: The students could read leisurely or do work for other classes after finishing their tests and authentic books.

UNIT TEST-EL IMPERFECTO (200 puntos)

Nombre
Fecha

I. Escuchar

A. Mira a las cuatro fotos. Voy a describir el lugar y tú necesitas escribir dónde esta el foto o el nombre específico del lugar. (20 puntos)

1.ciudad-
2.el nombre-
3.el nombre-
4.ciudad-

B. Voy a decir cuatro frases en espanol usando el imperfecto y el preterito. Necesitas decidir si yo uso la tensa correcta en cada frase. Escriba sí o no. Presta atención a las palabras pistas de cada tiempo verbal. (20 puntos)

1.
2.
3.
4.

II. El imperfecto

A. Pon la forma correcta del imperfecto en cada frase. (20 puntos)

1. **Yo_____ en una blusa roja (vestirse).**
2. **Cuando tú _____ cinco anos, _____ a las nueve todos los sábados (tener, despertarse).**
3. **Nosotros_____ en Ronda por tres anos (vivir).**
4. **Uds._____ todo el tiempo al centro mercado (pasar).**
5. **Ella_____ con su padre todos los dias cuando _____ en Madrid (hablar, estudiar).**

B. Irregulares-dime los tres irregulares del imperfecto en frases originales. (30 puntos)

1.
2.
3.

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C. Pon la forma correcta del imperfecto en el párrafo. (30 puntos)
Trabajar, ir, pasar, jugar, ser, divertirse, mirar, visitar, ser, vivir

Cuando yo _____ joven, mi vida _____ muy diferente.

Mi madre y yo _____ en un apartemento en Miami. Yo

nunca_____, sólo_____ con mis amigas. Mi madre no

_____ la television, por eso ella_____ con los artes y

música. Todos los inviernos mi madre y mi padre _____ a Cuba

Los dos _____ un buen rato cada vez que _____ a

Cuba.

III. El imperfecto versus el preterito

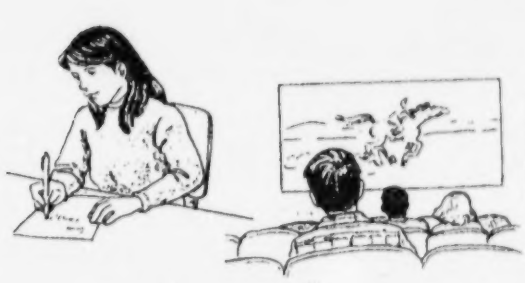
A. Escriba una carta a un/una amigo/amiga describiendo las diferencias entre los usos del preterito y del imperfecto. (20 puntos)

B. Este parte es del Abordo (20 puntos)

Woodford, P. E. (1997). *Abordo: Writing Activities Workbook and Student Tape Manuel.* New York, New York: Glencoe McGraw-Hill.

Ellos lo hicieron y lo hacían. Formen oraciones según el dibujo.

Ayer Rosaura ___ y Ángel ___ .
Mientras Rosaura ___ Ángel ___ .



1.

2.

3.

4.

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IV. Cultura

A. Geografía-Mira al overhead y pon los nombres de los ciudades, rios, etc. Presta atención a los números en el mapa (10 puntos)

1. **6.**
2. **7.**
3. **8.**
4. **9.**
5. **10.**

B. Contesta las preguntas (10 puntos)

1. **Quién eran el grupo que vinieron a Andalucía en 711?**

2. **De dónde eran el grupo?**

3. **Quién estaba enterrado (buried) en la catedral en Sevilla? We are not sure, but it's a myth.**

4. **Cuál fue el género literario que más se desarrollo en la espana musulmana?**

5. **Qué es el Corán?**

C. Si pudieras ir a Andalucía donde te gustaría ir? Por qué? (20 puntos)

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Name: Katie McCarthy

Date taught: Day 10

Subject: Spanish II

Time limit: 50 minutes

Lesson Topic: Culminate Unit

Rationale: It is important for students to share their projects. Reinforcement is also a good tool for student behavior and participation.

<table>
<tr><td colspan="2">Objectives: The student will be able to share his/her authentic book with the class.
The student will be to visualize the benefits of participation, good behavior, and cooperation: prizes.</td></tr>
<tr><td>Materials:
*Authentic books
*Yesterday's tests
*Prizes
*Rubrics for authentic books</td><td>Motivation: Quote: La reflexión es el ojo del alma. –Bassuet (www.telegrafo.com.ec/hojas/miercoles/piensa.html)
*Have quote on overhead
*Reflect on unit</td></tr>
<tr><td>Teaching Procedures:
*Motivation
*Hand back tests-discuss strengths, weaknesses
*Individual presentations
*Trade in Euros for prizes</td><td>Student Activities:
*Individual presentations</td></tr>
<tr><td>Closure:
*Write 3 things you liked about unit, and 3 things you didn't like about unit
*Inform class of next unit-future tense- "We're going on a trip"</td><td>Evaluation:
*Authentic books-rubric (product and presentations)
*Cooperation</td></tr>
</table>

Extension activities: Watch more of Shrek, music, teach the students a dance la Bachata

- Una cita del día:

La reflexión es el ojo del alma.

-Bossuet

- ¿Qué piensas de la cita?

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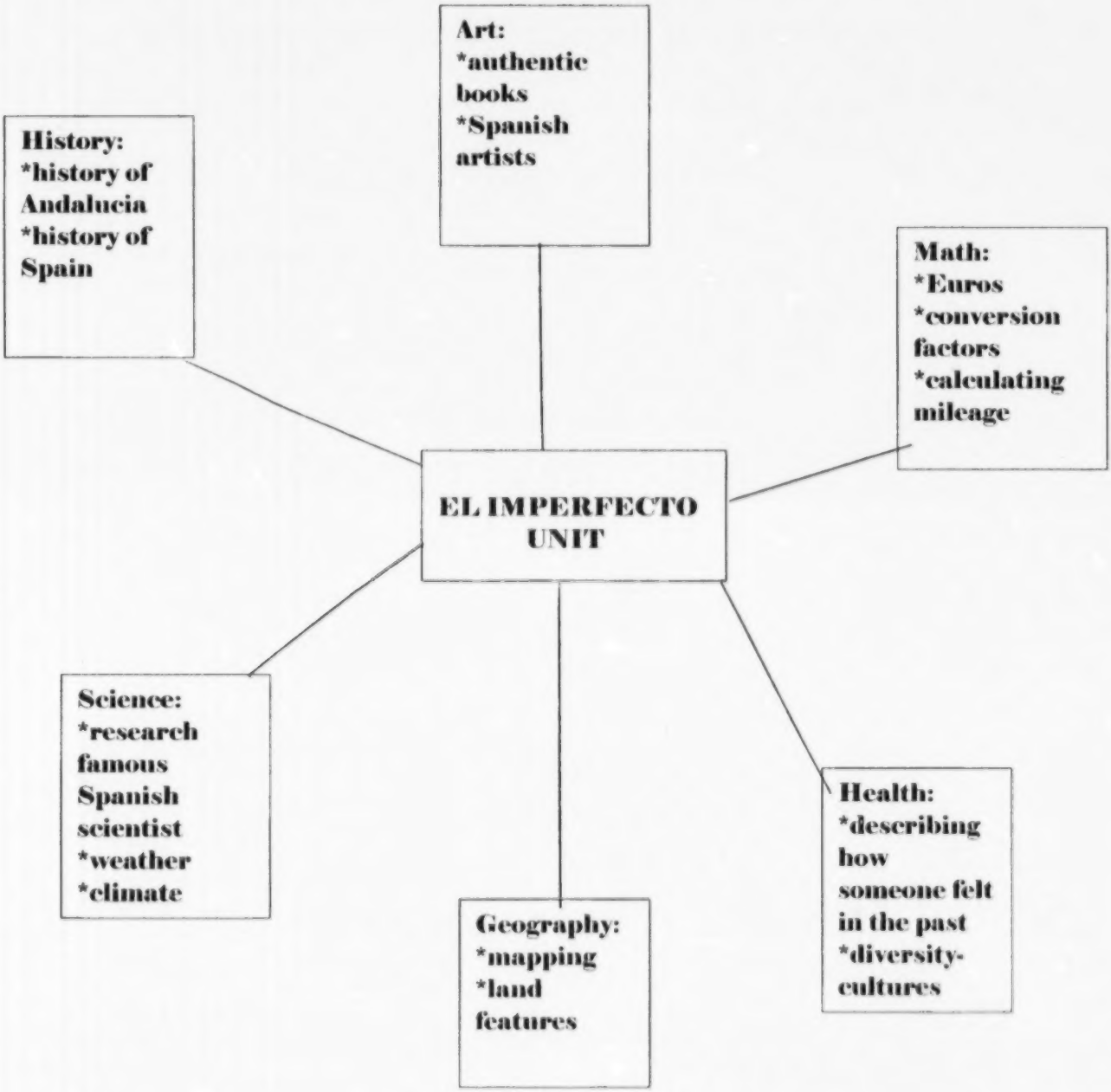
Integration of Other Curriculum Areas



Modifications for learners with diverse abilities

I incorporated activities in my lessons that address the needs of students with different learning styles.

Visual learners:
***overheads**
***worksheets**
***writing exercises**
***photographs**
***picture books**
***mapping**
***directions are written**
***pictures in presentations**

Kinesthetic learners:
***authentic books**
***computer lab**
***group and pair work**
***charades**

Inclusion/ESL
***test modifications**
***supplemental help**
***any modification needed to meet students IEP**

Auditory learners:
***music**
***listening activities**
***directions are read**
***group and pair work that includes discussion**
***presentations will be read**

GENERAL MODIFICATIONS
***At the end of the unit, there is an abundance of supplemental materials. There are explanations of the imperfect tense and the imperfect tense versus the preterite tense. I have also photocopied practice exercises from many different texts and workbooks. The exercises can be used for students having trouble grasping the concept (extension) or students who have extra time to spare in the classroom (enrichment).**
***Group and pair work are incorporated in almost every lesson so students can help each other to better understand new concepts.**
***Class discussion is another important part of the unit.**
*****I WILL MAKE ANY MODIFICATION NECESSARY SO THAT EVERY STUDENT SUCCEEDS*****

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